



1957

## A survey of induction practices in ten selected school systems of Northern California

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*University of the Pacific*

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A SURVEY OF INDUCTION PRACTICES IN TEN SELECTED SCHOOL  
SYSTEMS OF NORTHERN CALIFORNIA 2

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A Thesis

Presented to

the Faculty of the Department of Education

College of the Pacific

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Catherine Humbargar Rovetta

June 1957



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## CHAPTER I

### INTRODUCTION

One of the trends in modern public schools has been the establishment of some type of orientation program for new teachers. When the yearly increase of the number of new teachers to many systems reached into the hundreds, the need for an organized plan of teacher induction increased. Some of these formal programs of induction appear to have been planned from projected objectives or needs previously experienced by new teachers. Other programs of induction apparently evolved without any advanced organized plan. Studies of induction programs made by the Research Division of the National Education Association indicate that formal induction practices have been more efficient and effective than informal induction programs.<sup>1</sup>

These programs have been expanded and changed as the educational leaders have experienced and worked with the various phases, until at present there is much time and energy being spent in this in-service training. The program begins, in many instances, at the employment interview and continues throughout the first year, after which the activities still continue as needed as a part of the supervision program. The value of the programs and the activities

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<sup>1</sup>National Education Association, Research Division, "Orientation Program for Teachers," Research Bulletin (May, 1954), p. 1.



included in them is evidenced by the increasing amount of emphasis being placed upon orientation. Working in a well organized program will be many individuals and groups of individuals in the school and the community. The most successful programs have as their motivating force an interested desire on the part of those who are assisting with the program to do all possible in a friendly, helpful way to make the adjustment to a new working situation as easy and meaningful as possible.<sup>2</sup>

The new teacher should receive enthusiastic and friendly greetings from individual teachers, administrators, board members, and people of the community, not just from the members of a committee assigned for that purpose. Offers of assistance should be made, both at the time of greeting and later. The new teacher should be asked if he needs anything; he should be asked what he wants to know about the school--its philosophy, and the community. The emphasis should be upon him and his needs and answering his questions and requests--as they occur.<sup>3</sup>

Making a good start is important in any profession. This is particularly true in teaching because of the large

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<sup>2</sup>Clifton D. Boyack, "Teacher Orientation in California Elementary Schools," California Journal of Educational Research, Vol. V, 1404, 1954.

<sup>3</sup>Walter T. Petty, "Orienting a New Teacher," California Teachers Association Journal (May, 1957).



number of problems encountered by each beginning teacher. Understanding the philosophy of the school system, securing adequate information about students, becoming familiar with local school rules and regulations, planning for the first few weeks of teaching, establishing happy working relationships with other teachers, and securing a desirable place to live in the community are but a few of the most significant problems facing the beginning teacher. The timing factor is a crucial item. The first-year teacher is often expected to make satisfactory adjustments to these problems, and many more, during the first week of school.<sup>4</sup>

With these induction trends and new-teacher problems in mind, certain school systems of Northern California were selected for this study.

## I. THE PROBLEM

Statement of the problem. What are the prevailing practices used by certain selected Northern California school systems in inducting new teachers into their teaching positions?

Purposes of the study. It is the purpose of this study:

1. To review materials collected and to note the trends in teacher induction programs.

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<sup>4</sup>Wilber H. Dutton, "Summary of a Study of the Factors Influencing the First Year of Teaching in Selected California Schools," California Teachers Association Research Department, Bulletin No. 52 (November, 1952).



2. To present the various activities, materials, devices, and methods employed in the induction programs of ten Northern California school systems, as revealed through data collected.
3. To compare the evaluations made by new teachers in their answers to the questionnaire on induction, and to tabulate the items.
4. To evaluate the statistical information listed on questionnaires received from newly inducted teachers and from the planned programs of their administrators.
5. To develop recommendations for further study of teacher induction practices.

Importance and contributions of the study. Since growth in school population is one of the steady features in modern life, the necessity for acquiring an adequate supply of new teachers in each community has been generally accepted. Nowhere has the yearly demand for new teachers been greater than in California, where post-war population has been phenomenal.<sup>5</sup>

In view of the present and future need for quickly training new teachers in adjusting to their teaching

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<sup>5</sup>James C. Stone, "Who Will Teach our Children and Youth 1954-1960?" Reprinted from California Journal of Secondary Education, Vol. 29, No. 4 (April, 1954), pp. 200-207.



positions, it is of importance in this study to survey trends and procedures in certain selected orientation programs.

This is neither an intensive nor an extensive study of teacher induction; however, it is hoped that some of the results of the study will be a contribution to administrators in aiding first-year teachers in their adjustment to a new teaching position. It may be that the comparative data submitted could be of some value to principals, supervisors, curriculum co-ordinators, and other administrative personnel.

## II. DEVELOPMENT OF PROCEDURES USED IN OBTAINING THE DATA

Methods used to collect data. In order to gather significant data the following methods were used:

1. The administrators of 500 schools throughout the United States received pilot questionnaires requesting information about their induction programs for new teachers in the fall of 1955 in order to select and to evaluate good methods, materials, and ideas used in induction programs.
2. The data collected in answer to these 500 letters were studied and tabulated to observe where good induction practices originated and by whom, whether with administrators, community leaders, experienced teachers, or by the newly-inducted teachers.



3. Several dissertations and theses on the problems of teacher inductions were reviewed.
4. Relevant publications from State Departments of Education and from the National Association of Education were received and studied.
5. Letters were sent to national, state, and local teachers' organizations, and publications were received from them listing new teacher induction practices and data.
6. Local teachers, principals, and superintendents were consulted regarding not only the importance of their induction programs but also the potential values of making this study.
7. Ten school systems in Northern California were selected for study of their induction programs. Letters were sent to the superintendents of the selected schools requesting permission to write the principal of each school in the system for cooperation in making this study.
8. Permission was granted and letters were sent to the principals of the individual schools in the ten selected Northern California school systems requesting them to distribute an approved questionnaire to one teacher who was new to their system in the fall of 1955, and who had now spent a year in their system.



9. Data from the questionnaire returned by the new teachers were tabulated to note what items in their induction programs were considered to be of importance to the greatest number of teachers.
10. Thirteen charts were prepared from these questionnaires tabulating the items and practices used in the local system, as well as the personal reactions and experiences of the newly inducted teachers.



## CHAPTER II

### REVIEW OF THE LITERATURE

In the summer of 1955 this survey on induction practices of new school teachers was begun by writing to school administrators throughout the United States. From a review of the literature received, it seemed that less time was spent on the orientation programs in the states east of the Mississippi River than in those states west of the Mississippi River. However, the literature revealed that the superintendents and principals of many California schools in particular were faced with the need of giving to their newly-employed teachers more detailed information regarding the teaching conditions under which the new teachers were to assume duties and responsibilities.<sup>1</sup> The increase in California school population demanded more schools to house and more teachers to teach the increased enrollment.

Since a good start is an important element in a teacher's success, help right at the beginning--based on the idea of preventing difficulties instead of curing them--should be a part of every school's work with new teachers. If it is well planned, it will merge readily with all activities designed to help teachers to make their work more effective.

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<sup>1</sup>James C. Stone, "California's Need for Teachers: A Summary," California Schools, XXVI, No. 7 (July, 1955), pp. 379-85.



One is likely to think of the new teacher as the one just out of college who has never taught before. Actually the new teacher may be one who fits into such categories as the following:

1. The inexperienced teacher.
2. The teacher from another school system.
3. The teacher from another school in the same system.
4. The teacher assigned to a new department or level of teaching.
5. The experienced teacher who returns to teaching.

Since the categories of new teachers differ, their problems will differ also. That means that the orientation program should use an individual approach.<sup>2</sup> The school or school system should plan a variety of activities and invite the new teachers to take part according to their needs.

School systems are so varied that no one program of orientation would be suited to all of them; they should plan the program according to their particular circumstances.

It was found that problems of new teachers fall into three classifications: personal, social, and professional. Professional problems face all new teachers; personal and social problems loom large for the teacher new to the community and sometimes for the teacher new to the school.

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<sup>2</sup> Martin W. Essex, et al., "Welcoming the New Teachers as Individuals," Nation's Schools, Vol. XLVII (May, 1951), p. 52.



To the school the professional problems seem most important but they will be more easily solved if the teacher is finding satisfactory solutions to his personal and social problems. Many problems overlap and activities undertaken with one purpose in view may help solve other problems at the same time.

### I. PERSONAL AND SOCIAL PROBLEMS

Among the personal and social problems which the school can help the teacher solve are the following: housing, immediate financial problems, making the acquaintance of the community, and making the acquaintance of fellow workers.<sup>3</sup>

Housing. The teacher new to the community is sure to need suitable housing. The local teachers association or parent-teacher organization can help find housing and to have one of them do so will avoid any suggestion that the school system is trying to dictate to the teacher where he shall live.

It is possible for the superintendent's office, however, to help without any suggestion of dictation. The orientation program may allow time for the new teacher to look for a place to live. When he arrives, he should receive

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<sup>3</sup> National Education Association, Research Division, "Orientation Program for Teachers," Research Bulletin (May, 1954), p. 21.



a list of rooms, apartments, houses for rent, and houses for sale chosen from those available on the basis of their location in convenient and desirable neighborhoods. If the new teacher has a car, the teachers association, parent-teacher organization, or superintendent's office can supply a guide to help him find the places on the list that interest him. If he has no car, the guide should be someone who has one and is willing to use it for the purpose.<sup>4</sup> The hunt for housing might be scheduled for the first afternoon of the orientation period and again later if housing is particularly hard to find.<sup>5</sup> An early start on the housing problem gives the teacher a chance to arrange to share his quarters with one or two others if he so wishes.<sup>6</sup>

The teachers who report early for the orientation program may have difficulty finding temporary shelter during the program itself. They should not be forced to pay high rates at a hotel because nothing else is available. The teachers association might well arrange for the new teachers

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<sup>4</sup>Metropolitan School Study Council Committee on the Newly Appointed Teacher, Newly Appointed Teacher (New York; Teachers College, Columbia University, 1950).

<sup>5</sup>George W. Ebey, "How Portland Greet Its New Teachers," Nation's Schools, 42:28-30, December, 1948.

<sup>6</sup>Martin W. Essex and others, "Welcoming New Teachers as Individuals," Nation's Schools, 47:52, May, 1951.



to be guests in private homes for a day or two until they have had a chance to find a place to stay.<sup>7</sup>

Immediate financial problems. Early in the orientation period the new teacher should be introduced to the credit union and allowed to join it if he wishes. If there is no credit union, he should be told of any arrangements that can be made with the school system to receive an advance in salary or to get a loan if he needs extra money immediately. The teacher who must buy a house in order to have a suitable place to live, the one getting settled in any new place, and the young person just starting out on his own may all need extra money immediately. They should learn what they can do thru the school system or be introduced, if necessary, to reputable sources of loans in the community.

Making the acquaintance of the community. Any teacher is more effective if he knows something about the community and finds a place for himself in the life of the community.<sup>8</sup> The orientation program can use any of the following devices to help him make the acquaintance of the community:

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<sup>7</sup>Robert D. Morrow, "Orienting Teachers in Tuscon," Nation's Schools, 47:40-42, February, 1951.

<sup>8</sup>George R. Broad, "Orienting New Teachers," Bulletin of the National Association of Secondary School Principals, 34:67-72, December, 1950.



1. Sight-seeing tour to places of historic or esthetic interest, to shopping centers, churches, and recreational centers.<sup>9</sup>
2. Presentation of maps of the community and guide-books telling about its more interesting features.
3. A guided tour of one of the chief industries.<sup>10</sup>
4. Arrangements to accompany the new teacher to the church of his choice and to introduce him to the pastor and to other members.
5. Information about medical and hospital services available in the community and possibly a list of doctors in general practice who would be available in an emergency.
6. Presentation of a list of public recreational facilities and directions for making use of them and, where it can be arranged, invitations to meetings of clubs and other organizations that the new teacher might be interested in joining and for which he would be eligible. Examples would include his college alumni association, the

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<sup>9</sup> Paul Hounshell, "Orientation of New Teachers in Culpepper County," Virginia Journal of Education, 44:28-29, September, 1950.

<sup>10</sup> Thelma I. Schoonover, "Pre-School Planning Pays Dividends," Ohio Schools, 29:65, 84, February, 1951.



university club, and civic organizations and  
 service clubs.<sup>11</sup>

Making the acquaintance of his fellow workers.

Informal social gatherings are likely to help in introducing a teacher to his fellow workers. The type of gathering chosen and the group by which it is given will vary according to the size of the school system. Social gatherings can be arranged by the teachers association, school faculty, or parent-teacher organization. If the parent-teacher organization holds a gathering, it can also introduce the new teachers to the parents.

At any gathering, those in charge of arrangements should plan to introduce new teachers to each other and to other teachers, to their principal, and, if possible, to the superintendent, other school officials, and members of the schoolboard. In a large city the new teacher is not likely to have met any of the higher school officials before being appointed. A buffet luncheon or supper, or a tea, would be appropriate, but if the weather permitted, a picnic would be better because of the informality.<sup>12</sup> Unless the gathering must be held before or after a meeting or conference, the wives, husbands, and children of new teachers

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<sup>11</sup>Mildred Dicke, "Welcome, New Teachers," Ohio Schools, 30:205, 244, May, 1952.

<sup>12</sup>Hazel S. Stratton and Charles O. Richter, "I Feel Like an Old Hand," Journal of the National Education Association, 40:334-335, May, 1951.



should be invited and provisions made for their entertainment.<sup>13</sup> If the families of new teachers cannot be invited to the first such affair, they should be included in one soon after the opening of school.

Sunday is often a dull day for the newcomer to a community. For that reason the teachers association, faculty, or parent-teacher organization should arrange to have each new teacher and his family invited to a private home for Sunday dinner or supper the first Sunday he is in the community. It should be an informal affair.<sup>14</sup>

## II. PROFESSIONAL PROBLEMS

It is fairly easy to get well started toward the solution of his most pressing personal and social problems, but the professional problems are so varied and so important that they call for careful study and planning to make sure that they are provided for. Professional problems include getting acquainted with the school plant, learning the organization of the school system and the teacher's relationships to it, learning the routine of the school, establishing effective teaching procedures, learning the philosophy and policies of the school system, and getting acquainted with pupils and

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<sup>13</sup> Paul Hounshall, "Orientation of New Teachers in Culpepper County," Virginia Journal of Education, 44:28-29, September, 1950.

<sup>14</sup> Ibid., p. 29.



their parents. They also include getting acquainted with fellow workers, but that is most effectively solved if it is treated as a social problem.<sup>15</sup>

Adaptation and adjustment in orientation. The new teacher, whether experienced or inexperienced, has many adjustments to make to the school routine, to the philosophy underlying the administration of the school, to the life of the community, and to the personalities of his associates.<sup>16</sup>

A well-planned and carefully organized orientation and adjustment program for new teachers in districts of any size is of unlimited value. New teachers with their varied experiences, teaching techniques, and philosophies bring much of worth to any school system. Administrators do well to recognize these qualities and contributions.<sup>17</sup> These adjustments must be made before the new teacher can render his best service to the school, the pupils, and the community. If the time necessary for this adaptation and adjustment can be materially shortened, or if acclimatization can be done more effectively, the efficiency of the school will be increased.

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<sup>15</sup>National Education Association, Research Division, "Orientation Program for Teachers," Research Bulletin (May, 1954), p. 5.

<sup>16</sup>Theodore Harder, "Some Shortcomings of Beginning Teachers," California School Journal of Secondary Education, Vol. XXV, No. 2 (February, 1950), pp. 96-98.

<sup>17</sup>L. D. Haskew, "Improving the Curriculum Through Staff Relations," California Journal of Secondary Education, Vol. XXVIII, No. 6 (October, 1953), p. 340.



Proper induction of teachers into service will do much to eliminate annual personnel changes.<sup>18</sup> Proper induction represents the difference between a well-satisfied inductee and one who is poorly adjusted to the new school environment. In a large degree the success or failure of a teacher new to a system depends on his administrators and supervisory officers--on their leadership, their helpfulness, their willingness to guide intelligently, and their ability to develop good morale and a fine spirit of co-operation.

Getting acquainted with the school plant. It may not be possible for the new teacher to make a tour of the school system, but he should have a map showing the location of all schools, the administrative offices, supervisory offices, audio-visual materials center, and health center.<sup>19</sup> If it is not possible to give him a map, he can have a list of the school buildings, offices of school officials, and other buildings he should know, as well as their addresses and directions for reaching them by car or by public transportation.

The principal or a classroom teacher delegated for the purpose should take the new teacher through the building in

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<sup>18</sup>James C. Stone, "California's Need for Teachers: A Summary," California Schools, XXVI, No. 7 (July, 1955), p. 384.

<sup>19</sup>Hazel S. Stratton and Charles O. Richter, "I Feel Like an Old Hand," Journal of the National Education Association, 40:334-335, May, 1951.



which he will teach. This will give them an opportunity to discuss many questions on school procedures such as the routes to take during a fire drill, how to get to the assembly hall and lunchroom, and where to go for supplies. Then the new teacher should be given a list of the classrooms and special rooms in the building, the names of the persons assigned to each, and a schedule of office hours for the book room, library, health room, and other places unless all are open before and after school hours and throughout the school day.<sup>20</sup>

Learning the organization of the school system. A handbook about the school system is the easiest way to make the new teacher acquainted with the system and its organization. Such a handbook might well be sent to him before he reports for duty to give him a chance to study it and to find out what other things he wants to know.<sup>21</sup> Later, it can serve as a handy reference on school routines, the rules of the schoolboard affecting teachers, and the services of the

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<sup>20</sup>National Education Association, Research Division, op. cit., p. 6.

<sup>21</sup>National Education Association, Research Division, and American Association of School Administrators, "Teacher Orientation Programs in City School Systems," Educational Research Service, Circular No. 8 (Washington, D. C.: The Association, 1952), p. 9.



school system to pupils and teachers. It might contain some or all of the following items according to which ones apply in the particular school system.<sup>22</sup>

1. Diagram of the organization of the school system.
2. List of departments, divisions, and special services with the name of the person in charge, the location of his office, and his office hours.
3. List of school buildings and their addresses.
4. Calendar of the school year, including holidays, pay days, and special observances.
5. Salary schedule, including deductions and the basis on which each is made, and the requirements for higher salaries.
6. Rules governing sick leave of school employees, other leaves of absence, and procedures for reporting absences of teachers and hiring substitutes.
7. Provisions for teacher retirement and how the new teacher can join the retirement system.
8. Provisions of the tenure law, or continuing-contract regulations.
9. Procedures for filing credentials and making sure one is on the payroll.
10. Information about training requirements, in addition to those needed before appointment, unless they have been set forth in the salary schedule or under tenure regulations.
11. Statement on teacher evaluation procedures.

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<sup>22</sup>Metropolitan School Study Council, Committee on the Newly Appointed Teacher, Newly Appointed Teacher (New York: Teachers College, Columbia University, 1950), p. 15. For an excellent article on orienting the new teacher to the organization of the school system see: Hazel Prehm, "The New Teacher; the School Staff Can Help Him," Journal of the National Education Association, 39:436-437, September, 1950; also Carlton M. Saunders, "Teacher Orientation," School Executive, 71:49-50, July, 1952.



12. All schoolboard rules and policies governing the teacher's activities either in or out of school (if the latter are subject to any schoolboard rules).
13. Description of special services to pupils and how they may be secured, including information on special education facilities for gifted or handicapped children, testing, remedial teaching, health services, and any others that the schools provide.
14. Information about the credit union or emergency loan funds available to teachers.
15. Information about hospitalization and medical or surgical insurance plans available to teachers in the system on a voluntary basis, including any plan conducted by the state or local teachers association.
16. Names and addresses of officers of local professional associations and procedure for joining these associations.
17. Information on the state education association and the NEA and procedure for joining them.
18. Information on professional organizations, including departments of the NEA, that serve different grade levels and subject matter areas.

Learning the routine of the school. As an introduction to school routines, the new teacher should be given a folder containing all the printed or mimeographed forms used in the system and in the individual school with directions for using them. These forms might be used for one or more conferences with each teacher alone or in a small group where each one would feel free to ask questions.



Among the questions the new teacher would want to ask are the following:<sup>23</sup>

1. What must I do when we have a fire drill or other emergency drill? What staircases or exits would I use? What is the signal for a fire drill?
2. What do the different bell signals mean?
3. What procedures are used for pupils coming into the building, going to the assembly hall, gymnasium, shops, and library, and leaving the building at the end of the day?
4. What must I do if I must leave my classroom when the pupils are assembled?
5. What are the rules governing the children's leaving the classroom or the building?
6. What procedures are used to permit the children to leave the school building during school hours for such purposes as attending a medical or dental clinic?
7. What do I do with children who stay at school for their lunch? If all the children, or most of them, stay at school for lunch, what duties do I have during the lunch period? What special duties would I have in rainy weather during the lunch period?
8. What duties do I have on the playground during recess?
9. How do I obtain textbooks and supplies issued by the school?
10. How do I obtain audio-visual materials supplied by the school? How do I obtain other special supplies such as physical education or art equipment?
11. Can I get typewriting or duplicating services? If so, how?

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<sup>23</sup>Journal of the National Education Association, "Memo to Myself," Journal of the National Education Association, 40:399, September, 1951.



12. How can I get the services of the custodian? What is he expected to do for teachers?
13. What may I do about decorating my room? Are there any restrictions (such as fire regulations) about the decorations I may use?
14. How do I record and report children's attendance? What other pupil reports must be filed periodically?
15. What are the rules governing visitors to the classroom?
16. What do I do about children who are tardy and children who are reported to me for misbehavior in the hall or at times when they are not under my direct supervision?
17. Are any collections of money made? How are they taken care of?

Teaching effectively. The beginning teacher is under more of a strain than almost any other teacher in the system. He is enthusiastic but he must make many difficult adjustments. He must bridge the gap between educational theory and local practice. He has probably had practice teaching and possibly some regular experience but not necessarily in the new school or new school system. He knows a great deal about teaching methods but he must still work out most of the details of putting them into effect. School officials can expect him to be competent but they should not expect him to be superhuman. His program might well be lighter than the average and it should never be made the catchall for pupils and classes that other teachers do not want, nor should his program be made up of those classes left over when programs



for other teachers have been arranged.<sup>24</sup> As far as possible the following things should be kept in mind when making out the program for new teachers:<sup>25</sup>

1. Give him work in the major area of his preparation.
2. Give the new teacher in a departmentalized school the minimum number of preparations possible.
3. Give the new teacher smaller classes and fewer classes than the average.
4. Avoid assigning the notorious "problem pupils" to a new teacher.
5. If in a departmentalized school which is overcrowded the new teacher must teach in several classrooms, the principal should at least make sure that each class meets in one room throughout the week.
6. The new teacher should have a few or no extra-curriculum assignments, although he should get acquainted with these opportunities and know how they operate as a basis for expressing his preferences when the time comes for him to take a more active part.

Individual conferences with principal or supervisor.

During the orientation period the individual teacher's program may serve as the basis for conferences with his principal and his supervisor, either alone or with a small group,

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<sup>24</sup> William Conklin, "Initial Orientation of the New Teacher," American School Board Journal, 124:38-83, May, 1952.

<sup>25</sup> National Education Association, Research Division, op. cit., p. 9.



during which he can get the answers to such questions as the following:<sup>26</sup>

1. What is the social and economic background of the pupils in my classes?
2. What has been the school record of the pupils in my classes?
3. What test scores have been recorded for them?
4. How closely am I expected to follow the course of study? (A copy of the course of study should be in his hands.)
5. What am I expected to do about lesson plans? Do I keep a plan book? (A sample plan book might be shown him so that he can see how detailed it should be and how it might be arranged.)
6. Will it be possible for me to visit other classes or to see specially arranged demonstrations?
7. What should I know about the philosophy and practices of the school system in planning my daily work? For example, does the school follow a "no failure" policy?

Learning the philosophy and policies of the school

system. The new teacher should have enough knowledge of the philosophy and policies of the school system to avoid activities that would upset the work of others. It is best to give him a minimum of philosophy at orientation time; only as a policy of the school system would affect his daily work from the beginning is it necessary to explain it. The new

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<sup>26</sup> Hazel Prehm, "The New Teacher: The School Staff Can Help Him," Journal of the National Education Association, 39:436-437, September, 1950.



teacher's immediate problems are more practical than philosophical.<sup>27</sup>

### III. PLANNING THE ORIENTATION PROGRAM

Unless the orientation program is carefully planned, it will do little or no good. The plans should be made by teachers for teachers with attention to real problems. Parents and groups in the community can give valuable help, and should be called on to do so. Those responsible should keep certain principles in mind and should decide which devices for presenting the program would be most useful.

Factors in formal plans of induction. The first thing to remember is to keep the program flexible to suit the differing needs of the new teachers.<sup>28</sup>

The emphasis on the whole program should be on voluntary cooperation. If the program is compulsory, the new teacher must be told when he will be expected to report as soon as he agrees to accept the position.<sup>29</sup>

The center of interest of the program should be the problems that the teacher will meet and must solve in the first few days or weeks of school.

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<sup>27</sup> National Education Association, Research Division, op. cit., p. 11.

<sup>28</sup> Essex, op. cit., p. 52.

<sup>29</sup> George W. Ebey, "How Portland Greeted its New Teachers," Nation's Schools, 42:28-30, December, 1948.



The true function of the program should be kept in mind. It is the introduction to inservice training. It should help the new teacher to bridge the gap from theory to practice, and the teacher who is undertaking new work to adjust to the situation as rapidly as possible. The problems are almost all practical ones, so the orientation program is not the place for theories.

The orientation program may well present information that will have to be given again later, but one of its main purposes is to let the new teacher know that help is available and where to go to get it.

The beginning teacher will be helped if, from time to time during his first year, he and other new teachers can get together in small groups with their supervisors or principals and discuss their problems; it is encouraging to feel that one's problems are common to all beginners.<sup>30</sup>

The teachers association and the orientation program.

A professional association should have a chance to present its story to all the new teachers. If special-interest groups have local branches, they too should have a chance to present information about their activities to the teachers who might be interested.

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<sup>30</sup> Willard Abraham, "How are Your New Teachers Doing Now?" Educational Leadership, 11:311-315, September, 1954.



Teachers colleges and the orientation program. Some teachers colleges have come to realize that they can do more than they have done to give the beginning teacher a good start in his profession. They can arrange to have the senior students spend a week or two in the spring visiting the school system where they will teach, for many students sign their first contracts before graduation. The visit gives the student a chance to learn something about the organization of the school system and its policies, to get acquainted with his future principal--if his assignment is already known--and even to get acquainted with his future pupils. He may have a chance to help a classroom teacher and thus learn much about the routines of the school. The experience contributes to his feeling of confidence when he begins work for he is at least not a stranger to the school system.<sup>31</sup>

Community groups and the orientation program. Some school systems have made it a point to secure the cooperation of community groups in the orientation program. The ministerial association could write to the new teacher giving him a welcome and information about the churches and their activities. Service clubs and other groups can give the new teacher invitations to meetings or social events. Hobby

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<sup>31</sup> Childhood Education, "College Programs for Teacher Orientation," Childhood Education, 30:11-12, September, 1953.



groups can let the new teacher know when they meet and how one may become a member. Stores can give each new teacher small gifts that would be helpful in his work. It might be possible to provide him with complimentary tickets to local athletic events, concerts, theatrical performances, or lectures. The total cost of such gifts need not be high, but they will bring in a big return if they help the school system to retain the services of a promising teacher.<sup>32</sup>

Formal induction factors found in the literature reviewed. The literature studied revealed that the formal plans of induction of new teachers into the many school systems depended upon a number of factors. Induction factors which had to be considered by school administrative staffs were the calendar time, the number of days required, and the early contacts with the prospective employees.

Two types of follow-up information were disclosed in the literature. First, the follow-up information to new teachers after employment was considered important. This information should be received prior to the establishment of a residence by the new teacher. The second phase of follow-up information considered important is that given to new teachers by departmental committees in individual

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<sup>32</sup>Eunice M. Brake, et al., "Orientation of New Teachers," Journal of the National Education Association, 41:286-287, May, 1952.



schools after the program of induction week. That the administrative staff plans and executes its induction week program efficiently is a material factor not only in the betterment of the current school year but also in improvement of high morale of the newly-inducted teacher.<sup>33</sup>

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<sup>33</sup>William A. Yeager, Administration and the Teacher (New York: Harper and Brothers, 1954), pp. 159-173.



## CHAPTER III

### PROCEDURES USED IN THE SURVEY

The questionnaire method of securing data was used to make this survey. A list of all California county school administrators and a list of California city school system administrators was secured from the California School Directory. The California city school systems selected were of comparable size. The administrators replied to a letter requesting any pertinent information regarding their induction program of the year 1954-1955 by sending materials used in their induction programs.

Techniques employed. All state departments of education throughout the United States were requested to send any data they had on orientation programs. Each state department sent induction material and also suggested school systems that had worthwhile induction programs. More than five hundred of these were selected for this study. After receiving the induction material from approximately 500 school systems, the investigator constructed an outline containing the significant induction program items of the material received.

To facilitate the study, this survey was limited to ten selected school systems in Northern California. The following ten school systems in Northern California were chosen for this study of teacher orientation plans since they had similar features; that is, comparable size, students of



similar backgrounds, communities with like vocational opportunities, and a pattern of educational equality:

<u>System</u>	<u>Superintendent</u>
1. Fresno	1. Edwin C. Kratt
2. Napa	2. H. M. McPherson
3. Oakland	3. Selmer H. Berg
4. Palo Alto	4. Henry M. Gunn
5. Richmond	5. George D. Minor
6. Sacramento	6. William J. Burkhard
7. San Jose	7. Earle P. Crandall
8. Stockton	8. Nolan D. Pulliam
9. Vallejo	9. Paul E. Crabbe
10. Visalia	10. Hilton D. Bell

Following the order of procedure required by the California Association of Secondary School Administrators, the superintendent from the system in which the investigator is employed was interviewed. This superintendent encouraged the investigator to make this survey, and sent letters to the superintendents of the remaining nine school systems selected, asking their co-operation in this survey. All nine superintendents granted permission to use their school systems for this study.

A form letter was then sent to the superintendents of the ten Northern California school systems selected requesting permission to circulate a questionnaire to the new teachers of their system. This correspondence also included



a sample copy of the questionnaire for the approval of the several superintendents.

Requests were granted by the superintendents of the ten Northern California schools to submit an approved questionnaire regarding induction to teachers who were new to their systems in the year 1955-1956. To limit the number of replies and yet adequately to survey each system, the superintendent of each system in turn requested the principal of each school in the system to give the questionnaire to one teacher in each school. A letter was sent to each principal asking his help in distributing the questionnaire.

Organization of questionnaire. An outline was made of the induction practices common to the majority of the 500 individual programs reviewed.

The particular individual programs for the school year 1955-1956 of the ten Northern California school systems selected were then reviewed. These were checked against the outline made from the 500 programs surveyed. This check list is included in Appendix A of this study.<sup>1</sup>

The induction items outlined from the 500 induction programs surveyed were then written in the form of a questionnaire. These questionnaire items were framed to assist the new teacher to evaluate his own induction program during

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<sup>1</sup>See p. 82.



the induction week of 1955 in the ten Northern California school systems surveyed.

The scope of the questionnaire was to aid the teacher to determine whether the items listed were used or not; and if used, was the particular induction procedure poor, of some help, or good. The questionnaire is to be found in Appendix B of this study.<sup>2</sup>

Response to questionnaire. Table I lists the ten Northern California school systems in this survey, the number of questionnaires sent to each school system, and the numbers of responses received.

Three hundred and thirty-two principals were requested to distribute the questionnaire to one teacher new to each school in the fall of 1955. Of these 332 principals, 10 per cent replied that they had no new teacher in their school during the fall of 1955. Completed questionnaires were returned by 75 per cent of the new teachers in whose hands the questionnaire had been placed. Fifteen per cent of the questionnaires were left unanswered. The data secured from these responses constitute the basis for this study.

The chapters to follow in this survey are comparisons between the induction programs carried out by the administrators of the ten Northern California selected school systems

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<sup>2</sup>See p. 86.



surveyed, and the evaluation that the newly-inducted teachers placed upon those orientation programs.

TABLE I

NUMBER OF NEW TEACHERS OF TEN SELECTED SCHOOL SYSTEMS  
OF NORTHERN CALIFORNIA WHO SENT RETURNS ON THE  
QUESTIONNAIRE CONCERNING INDUCTION PRACTICES

School System	Number Sent	Number Received	No Answer	No New Teacher
1. Fresno	47	26	21	1
2. Napa	8	5	3	1
3. Oakland	81	59	22	8
4. Palo Alto	22	17	5	0
5. Richmond	31	20	11	2
6. Sacramento	37	30	7	7
7. San Jose	36	32	4	0
8. Stockton	36	33	3	12
9. Vallejo	23	16	7	3
10. Visalia	11	8	3	1
Totals	332	246	86	36



## CHAPTER IV

### COMPARATIVE INFORMATION OF THE LITERATURE

All induction material received from the superintendents of the ten selected school systems was reviewed. The activities, practices, and materials used in the induction programs of these school systems were checked against the outline of the common induction procedures found in the literature of the 500 school systems which had contributed induction material. These checked items have been tabulated for comparison and contrast concerning significant induction practices followed in the ten selected school systems surveyed. A check list of these itemized activities, practices, and materials has been attached as a supplement to the outline in Appendix A.<sup>1</sup>

General orientation meetings. After reviewing the materials received from the ten California school systems surveyed, it was found that all ten systems held general orientation meetings conducted by the central administration personnel. In some systems the time was spent with a morning devoted in meeting the superintendent, his staff, and in three cases, members of the school board, and in one case, an elaborate plan in which the business men of the town participated. The latter was a joint plan of orientation carried out by the

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<sup>1</sup>See p. 32.



school administration and the city Chamber of Commerce. Several instances were found where the community, sparked by the Chamber of Commerce, held a Business-Education Day. This day came later in the term with all teachers, both experienced and new, participating.

As listed in Tables II and III, the general orientation meetings included official welcomes, explanations of the school's organization and personnel, as well as information regarding promotional policies. Special services, that is, securing substitutes, sick leaves, and insurance plans were brought out in general meetings by all systems surveyed, although as seen in Table III the details of such services were left to the principal of each school to explain in more detail. The fiscal procedures of the school system were explained by seven of the systems, some surveyed systems having included this information in a separate administrative manual. All systems in one form or other gave information regarding professional services, use of library, reading clinics, reading aids, and consultant help. Explanation of particular features regarding each professional service was left to the principal of individual schools and sometimes to the department heads.

Teachers' handbooks. Handbooks which are perhaps the most commonly used device for acquainting new teachers with the procedures, philosophies, and regulations of a school system were found directly mentioned in seven of the ten systems surveyed. Contents of handbooks were very much in



TABLE II

INTRODUCTION IN GENERAL ORIENTATION MEETINGS OF NEW TEACHERS  
TO COMMUNITY SERVICES OF TEN SELECTED SCHOOL SYSTEMS  
IN NORTHERN CALIFORNIA

Items	Yes	No
1. Greetings	6	4
2. Housing Information	4	6
3. Church Directory, Schedule	2	8
4. Service Organization Directory	2	8
5. Miscellaneous	5	5
a. Map of City	1	9
b. Bus Schedules	1	9
c. Local Newspapers	3	7
6. Tour of City	5	5
a. Luncheon	2	8



TABLE III

INTRODUCTION OF NEW TEACHERS TO THE SCHOOL SYSTEM BY CENTRAL ADMINISTRATION IN TEN  
SELECTED NORTHERN CALIFORNIA SCHOOL SYSTEMS

	Yes	No
1. Summer Letters	5	5
a. Enclosures, Salary Schedules, Bulletins	5	5
b. School Assignments	2	8
2. Code of Ethics of the School System	7	3
a. Educational Philosophy	5	5
b. Oath of Allegiance	3	7
3. Orientation Meetings: General	9	1
a. Official Welcomes	8	2
b. Explanation, Organization, and Personnel	9	1
c. Special Services, Substitutes, Etc.	8	2
d. Professional Services, Etc.	5	5
e. Business and Administrative Manual	7	3
4. Field Trips	5	5
5. Faculty Parties	9	1
6. Meetings with Supervisors and Councilors	6	4
7. Individual Conferences with Superintendent/Deputies	4	6
8. Handbook for Teachers	7	3
9. Aids in Registering Teaching Credentials	6	4
10. Packets of Miscellaneous School Data, Aids	8	2
11. Personal Services	8	2
a. T-B X-Rays	3	7
b. Credit Union Data	3	7
c. Insurance	2	8



accord. It was found that the handbooks examined most readily fell into four divisions of information:

1. A statement of the school's philosophy and its code of ethics.
2. A brief report of the organization of the school and its administration, plus the names and duties of the administrators.
3. A lengthy discussion of the rules and regulations governing the system.
4. A descriptive account of the services which are available to all teachers for their individual help. Most handbooks also contain a brief article on the outstanding features of the community and a directory of the city's schools.

If the beginning teacher will carefully study the school system's handbook, he will realize that the school's ideals, principles, and practices are most often in agreement with his.<sup>1</sup>

Summer letters outlining school philosophy. One of the best means used to bring the assurance to the new teacher that he is both welcome and needed is the "summer letters."<sup>2</sup> These are mailed from school administrators,

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<sup>1</sup>Charles C. Mason, "The Handbook for Teachers New to Tulsa Schools," Educational Research Service, Circular No. 8 (September, 1952).

<sup>2</sup>National Education Association, "Orientation of New Teachers," NEA Journal, Vol. 41, No. 5 (May, 1952).



fellow teachers, and civic organizations. Such correspondence was mentioned by five systems studied. Others may send similar literature to the new employees of their systems, but failed to mention it in material sent.

Teacher living accommodations. In some school systems a request for housing assistance in questionnaire form is mailed to the newly employed teacher. Four school systems of the ten surveyed gave housing information to the newly employed teacher. These four systems also kept an up-to-date file of preferred rooming houses and places to board.

Morale building by orientation meetings. Table VI indicates that short recreational recesses for coffee, teas, luncheons, and similar affairs are characteristic of all systems. The types of recreation offered are as varied as the localities from which the information comes.

Two schools spoke definitely of appointing a special experienced teacher to be a consultant-confidante for the new teacher for the first year. The literature reviewed on induction programs recommends such a plan wholeheartedly.<sup>3</sup>

Supervisors in orientation. Meeting and knowing the services of supervisors or counselors were reported by four

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<sup>3</sup>Helen M. Jones, "Orienting New Faculty Members: 'Helping Teacher' Plan of Webster High," Clearing House, Vol. 27, No. 7 (March, 1953), pp. 397-400.



schools as important enough to be dealt with in the general orientation meetings. One school system, not included in the above four just mentioned, explained matters pertaining to supervision in the individual schools. However, the remaining five school systems may have considered this a necessary routine of such common practice that they failed to mention it in the material sent.

Individual conferences for teachers. Individual conferences were mentioned by only one school. Nevertheless, assistance with the registration of students when the new teacher undertook this duty for the first time was given by six of the school systems studied.

Miscellaneous orientation aids and data. All but two of the schools told of the use of packets of miscellaneous school aids and data which were distributed to the new teachers. There was small variance in the methods of distribution of these aids. Some of these packets containing city-wide information were given at the individual schools where particular directions for that school were also handed out. All systems except one distributed such packets of data at individual schools. Among the items most frequently mentioned in these packets were the school calendar, school building directories, and explanations of adopted policies regarding school attendance accounting and grading methods.



Two schools failed to send any materials indicating that information was distributed regarding TB x-rays, credit unions, and group insurance.

Overlapping and repetition of induction information.

During the induction week program the superintendent and his administrative staff often give information and materials which are later repeated by the principals of the individual schools. Thus, overlapping of information and repetition of procedure are frequently found in the questionnaire returns. This presents no dilemma to the new teacher. Omission of pertinent information would be more tragic, and this duplication only helps to fix necessary practices in the mind of the new teacher.

When the check list of this study of the meetings and practices of the individual or local schools was made, it was shown that they very closely follow a single pattern of similarity. As seen in Table IV, tours of the individual buildings were mentioned by five schools which sent materials. Three other systems mentioned special building meetings; and one system told of acquainting new teachers with the particular classrooms in which they would teach.

Again, there is found an overlapping of procedures in information given in general meetings in individual schools and in the departmental meetings of these same schools. The general meetings, however, dealt with explanations of routines;



TABLE IV

INTRODUCTION OF NEW TEACHERS TO THE SCHOOL SYSTEM BY THE BUILDING PRINCIPAL IN  
TEN SELECTED NORTHERN CALIFORNIA SCHOOL SYSTEMS

Item	Yes	No
1. Tour of Building	7	3
a. Acquaintance with and Assignment of School Room	5	5
2. General Meeting in Building	8	2
a. Explanation of Routines	6	4
b. Explanation of Responsibilities	8	2
c. Explanation of Procedures, Discipline, etc.	7	3



such as, parent conferences, class levels, individual school schedules, responsibilities regarding fire-drills, accidents, school attendance, and of such procedures as are common to all, such as discipline, permission to leave campus, parking of cars, school government, and other miscellaneous matters.

Departmental meetings with teachers. Table V indicates that in the departmental meetings the chairman explained in detail with plans and charts information regarding materials, curriculum outlines, texts, both state and supplementary, and methods of requisitioning them from a general school book-room. Procedures of attendance, recording and issuance of grades, the resources of the school; that is, reading clinics, health staffs, and their duties, audio-visual aids and consultant help were carefully discussed and explained. Most department groups allowed a question-and-answer period, but at a general meeting of city-wide importance only one city mentioned allowing time in its program for such practice.

Professional teacher organizations. Explanation of and recommendation for joining professional organizations on the national, state, and local levels were particularly stressed by nine systems.

Follow-up services and evaluation variances. Greatest variance was found among the practices of the ten schools selected when a check was made of follow-up services and



TABLE V

INTRODUCTION OF NEW TEACHERS TO SCHOOL SYSTEM BY DEPARTMENTAL SUPERVISORS IN TEN  
SELECTED NORTHERN CALIFORNIA SCHOOL SYSTEMS

Item	Yes	No
1. Department Meetings	7	3
a. Information Regarding Materials	8	2
b. Curriculum Outlines	9	1
c. Texts and Requisitions	8	2
d. Procedures, Attendance, School Funds, etc.	9	1
e. Grading	5	5
f. Resources	5	5
i. Reading Clinic	3	7
ii. Health Staff	3	7
iii. Audio Visual Aids	5	5
iv. Consultants and Supervisors	4	6
g. Question and Answer Period	6	4



evaluations of the individual schools of their own induction programs. It would appear that this particular phase of induction had not been used to advantage. By means of later conference meetings the new teacher is afforded an opportunity to work out many problems he may meet during the first few months. If personal problems interfere with the teaching, arrangements then can be made for the teacher to secure the services he needs through appropriate community and school agencies.<sup>4</sup>

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<sup>4</sup>Edith K. Trickler, "A Study of Beginning Teachers in California Schools," (unpublished doctoral dissertation, University of California, Berkeley, 1952).



TABLE VI

INTRODUCTION OF NEW TEACHERS TO SCHOOL SYSTEM BY VARIOUS TECHNIQUES EMPLOYED IN TEN  
SELECTED NORTHERN CALIFORNIA SYSTEMS

Item	Yes	No
1. Teas, Luncheons, Picnics	6	4
2. Assignment of Helping Technician for Each New Teacher	3	7
3. Workshops	3	7
4. Later In-Service Meetings	5	5
5. Observation of Experienced Teachers: First Semester	3	7
6. Later Conferences with Department Chairman, etc.	5	5
7. Supervisorial Observation	3	7
8. Explanation of State and Local Teacher Organizations	6	4



## CHAPTER V

### TEACHER EVALUATION OF INDUCTION EXPERIENCES

In the fall of 1956 a questionnaire was presented to 332 teachers who had just completed one year in their present positions.<sup>1</sup> These teachers had been inducted in the fall of 1955 into the schools of the ten Northern California school systems selected for this survey.

In some school systems those responsible for teacher orientation programs have found it helpful in planning better programs to ask the opinion of new teachers regarding orientation procedures which have been followed.<sup>2</sup>

Evaluating the total school program should be one of the most important tasks performed by school administrators and their staffs. During a time of educational crisis when the public schools are under attack, much real evidence should be gathered and dispersed throughout each community on the effectiveness of the total teaching program.<sup>3</sup>

This study, which represents present practices and what is being done to help beginning teachers in ten selected

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<sup>1</sup>Appendix B, p. 86.

<sup>2</sup>American Association of School Administrators and Research Division of National Education Association, Circular No. 8, 1952, op. cit., p. 4.

<sup>3</sup>California Teachers Association, Research Department, Bulletin No. 52, 1952, op. cit., p. 7.



Northern California school systems, also reveals the thinking of new teachers and their principals concerning the induction experiences in those systems.

Breakdown on percentage basis of returns on the questionnaire sent to new teachers. These questionnaires when reduced to statistical charts showed the practices experienced, both objectively and subjectively. Over 74 per cent of teachers contacted returned answers to the questionnaire. Over 10 per cent of the principals contacted reported they had not hired a new teacher for the school term 1955-1956. Approximately 26 per cent of the questionnaires distributed were left unanswered. This information was presented in Table I.<sup>4</sup>

The teachers who were requested to answer the questionnaire had by then taught one full year in their respective systems. The teachers were considered to be those who could best answer the evaluation questionnaire for various reasons: They would be the ones following routine matters consciously and not from force of habit. They would be the ones who were aware of teaching aids given them in the initial periods of their employment. They, too, would be the ones who would most readily recall the voids left in the induction programs since their year's experience would still be fresh in their memories.<sup>5</sup>

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<sup>4</sup> See p. 34.

<sup>5</sup> Opinion of Dr. N. D. Pulliam given in an interview, August 15, 1956. Permission to quote granted.



It will be noted that the questionnaire sent to teachers for their evaluation of their induction programs was of the same general pattern as the check list used by the writer to determine what the administrators thought they were doing to aid the beginning teacher. This list was compiled from requested literature sent by the chairman of induction programs or from the administrative offices.

Choice of teaching position criteria used by new teachers. The means by which prospective teachers received the information of possible openings for teaching positions vary widely, and the teachers contacted for their induction evaluation were influenced by these variations.<sup>6</sup> For some teachers the openings were in their own home communities, where they had been requested to place their applications with proper administrative personnel. Some teachers were influenced by friends already in a system. Others used the university placement bureaus and employment agencies of teacher's associations. A few teachers determined their places of employment by selecting a city system for personal reasons of climate, health, or salary. A teacher with good insight into the vocational advantages as well as the assessed

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<sup>6</sup> National Education Association, Research Division, "Orientation Program for Teachers," Research Bulletin (May, 1954), p. 17.



valuation of a community may find himself able to pursue his duties with a minimum of local handicaps.<sup>7</sup>

Advantages of early official interviews. The induction of any teacher into a new position begins with his earliest interviews with the personnel officer of the school system which is seeking his services. One can quickly see that many features of an induction program which we now consider imperative to a well-planned session could be of little or no value to a system if all the newly employed teachers had been born, educated and were socially on a par in their city of employment.<sup>8</sup> It is for the newcomer in a community that the early interviews with the school system are most beneficial.

Evaluating pre-induction interviews. In evaluating pre-induction contacts the questionnaire was divided into five divisions as is seen in Table VII. The first item dealt with the correspondence received by the new teacher prior to the first day of teaching. One hundred and forty-one teachers said that they had corresponded with some individual associated with their new teaching position. Of

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<sup>7</sup> Edwin C. Clark, "Teacher Induction," American School Board Journal, Vol. CVIII (May, 1944), p. 45.

<sup>8</sup> James E. Stone, "Supply and Demand: Certificated Personnel in California Public Schools, 1955 with Forecast for 1965-66," Bulletin of California State Department of Education, Vol. XXIV, No. 4, July, 1955, p. 40.



these, 64 teachers found such means of receiving information regarding their new positions to be very helpful. The second item listed in Table VII refers to salary schedules. Advanced information dealing with the salary schedule was received by 159 teachers who accepted employment in the schools used for this survey, of whom 75 said it was a helpful determining factor in their acceptance of their positions. The third item in Table VII refers to interviews with the superintendent or personnel director. One hundred seventy-nine were interviewed by the school superintendent or personnel director who wished to acquire their services, and of this group 116 responded that this form of interview was helpful to them.

The fourth item in Table VII considered interviews with school building principal. One hundred fifty teachers employed in the ten surveyed school systems were able to secure interviews with the principals of the building where the new teachers were to meet their classes. One hundred eleven said that this interview was helpful to them and was a determining factor in their acceptance of their new positions in the fall of 1955. The fifth item of Table VII was broken into four divisions: teachers' committee, visit to school with teacher; visit with principal in his home, and college placement. Fifty-six teachers answering the questionnaire said that they had had other contacts which differed from the four divisions just discussed; some met with teachers' committees; others visited the school with teachers



TABLE VII

EVALUATION OF TYPES OF PRE-INDUCTION INTERVIEWS BY NEWLY  
INDUCTED TEACHERS IN TEN NORTHERN CALIFORNIA  
SELECTED SCHOOL SYSTEMS

Item	Method Used	Found Helpful	Unan- swered
A. Correspondence	141	64	56
B. Salary Schedule	159	75	39
C. Interview with Superintendent or Personnel Director	179	116	13
D. Interview with Principal at Building	150	111	39
E. Others:	56	33	141
1. Teachers' Committee		1	
2. Visit to School with Teacher		1	
3. Visit with Principal in his Home	1		
4. College Placement	1		



already employed; some found a visit to the principal in his home their first contact; and yet others received all of their first information through college placement offices.

Aid received by new teachers after employment and prior to induction week. New teachers are often faced with practical problems at the beginning of the school term. The more vital of these problems are presented in Table VIII. The items in the table from A to F and the evaluation the new teachers placed upon them is as follows: A. Over two hundred teachers answered the questionnaire, yet only 53 stated that the induction programs which they attended gave information regarding housing, and of these 53 only 19 found this aid helpful. Housing has been stated by eminent educators as a problem of prime importance to new teachers.<sup>9</sup> B. Direct information regarding the opening date of school was received by 138 of the teachers inducted. Seventy-eight of these secured help from this advanced information. Thirty checked that they had received no advance information regarding the new positions which they had secured. With regard to data received concerning induction week, 176 checked the questionnaire as having received induction week data. One hundred six were aided by the material, and 24 did not answer

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<sup>9</sup> John C. Almack, Problems of the Teaching Profession (Boston: Houghton Mifflin Company, 1925), p. 173.



TABLE VIII

AID RECEIVED BY NEW TEACHERS AFTER EMPLOYMENT  
AND PRIOR TO INDUCTION WEEK

Item	Method Used	Found Helpful	Unanswered
A. Housing	34	19	146
B. Information About Beginning of School	78	60	30
1. Induction Week Data	106	70	24
C. Maps, Bus Schedules, etc.	37	33	131
D. Churches in Community	33	22	146
E. Brochures, Chamber of Commerce	54	30	116
F. City Papers	34	2	153



the question. C. Maps and bus schedules of the cities where teachers were taking up their new positions were mailed to 70 teachers and 33 were helped by this detail. One hundred thirty-one left this question unanswered. D. A directory of the churches of the community was reported as received by 55 teachers. Twenty-two appreciated the information and 146 did not check the question. This is a little difficult to evaluate as 84 had checked that they had received brochures from the chambers of commerce of the respective cities surveyed. E. Thirty were helped by chamber of commerce information and 116 left the question unanswered. F. Of all the teachers new to these communities, only 36 said that they had received a city paper in their kit of advanced information, 11 found the papers valuable and 153 failed to answer the question.

When the large number of unanswered items in Table VIII on aid received by the new teacher after employment and prior to induction week are contrasted with the unanswered items in Table IX which lists new teacher evaluations on the actual induction week program, it would seem that the new teacher experiences during the induction week orientation program were of more lasting value than the aid received prior to the actual induction week program.

Dual source of induction information. Teacher evaluation of the induction week program fell readily into three



groups and is presented in Tables IX, X, and XI. The first group, Table IX, dealt with the information received by teachers as part of the induction procedure and concerned itself with the educational opportunities and peculiarities of the systems. This was received from two sources as follows:

- A. General information in the first general teacher meeting called by the superintendent.
- B. Specific information received from special meetings conducted by the building principals.

The teachers answering the questionnaire were asked to determine to the best of their ability if certain specific items were dealt with during their induction week. The teachers were also requested to state if certain items presented during the orientation period were of value or helpful to them, or if these items were poorly presented or were of no value.

In the general teachers' meetings held with the superintendents and supervisors of the ten schools surveyed, 144 respondents said the philosophy of the system was given; twenty-one said it was good or helpful; six declared the presentation to have been poorly presented; twenty checked that the schools' philosophy had not been touched upon; and six failed to check the question at all.

In discussing and clarifying the policies of the system in the general teachers' meeting with the administrator, 142 checked that some such discussion was presented; twenty-one found this helpful to them; twelve said such



explanations were poor or of little value; thirteen declared no explanations were given; and fourteen left the question unanswered.

When the meetings during induction week were shifted to the buildings where the new teachers were to meet their classes and where these meetings were conducted by the building principals, it was deemed advisable to make a check on what was discussed and what was of value in these more specific meetings. Five definite items were picked out for tabulation. These were as follows:

1. Information on classes to be taught. Of the group questioned, 144 checked that class information was received in this particular type of meeting; however, only 50 made any comments regarding this item. Twenty-six teachers were of the opinion that this information was of help to them; six declared their instructions were poor; six commented that they failed to receive any help; and twelve teachers ignored the question completely.

2. Information on curriculum to be followed. When the replies from the questionnaire were compiled with regard to the curriculum to be followed in any special system, it was found that 138 inductees received information of which 27 were helped; ten found the information poor; eleven received no help at all; and seven ignored the question.



TABLE IX

EVALUATION OF THE INDUCTION WEEK PROGRAM BY NEWLY  
INDUCTED TEACHERS IN TEN NORTHERN CALIFORNIA  
SELECTED SCHOOL SYSTEMS

Item	Used	Help- ful	Poor	No	Unan- swered
A. Educational Information					
1. General Meeting with Superintendent and Supervisors					
(a) Philosophy of the System	144	21	6	20	6
(b) Policies of the System	142	21	12	13	14
B. Special Meetings with the Principal Discussed	19	12	0	2	117
1. Classes to be Taught	144	26	6	6	12
2. Curriculum to be Followed	138	27	10	11	7
3. Routine Procedures	148	27	18	1	5
4. Texts, Materials	131	31	16	11	9
5. Special Building Problems	123	23	16	21	12



3. Information on routine procedures of the school.

Routine procedures were explained by the building principals during orientation week, and this item was checked by 148 new teachers. Twenty-seven of this group found these explanations helpful; eighteen found these explanations inadequate or poor; one reported getting no information on this category; and five failed to check the item.

4. Information on textbooks and materials to be issued. Details regarding texts and materials, their distribution and care were explained by building principals in special meetings and were so reported by 131 teachers new to their assigned positions. Thirty-one were given aid in this manner; sixteen said the help was poor; eleven received no help at all; and nine omitted the answer to the question.

5. Information regarding special building problems. Every school has individual and special building problems. One hundred twenty-three inductees reported principals as having dealt with such matters. Twenty-three were aided; sixteen found the discussions useless; twenty-one said no such discussions were made; and twelve left the question unchecked.

Recreational period planning sources. Helping the new teacher to adjust to his new environment is often best done through some form of recreation. In order to find the value placed upon these recreational periods, the questionnaire



requested information from the inductees regarding who instigated the social periods and whether they were of any help. Table X shows that 237 stated that some form of recreation was planned for their enjoyment; one hundred two said theirs were teacher-planned; eighty-eight said the entertainment was administration-planned; and forty-seven checked that the social hour was community-planned. Each of these three categories had ten individual checks apiece stating that the period of recreation was of benefit to the program. However, six of the teacher-planned programs were considered poor; ten of the administration-planned entertainments fell into this rating; and nine of these community-planned also were deemed a waste of time spent.

Of the 204 answers received for this part of the questionnaire, teacher-planning for recreation was not used in 35 cases; administration-planning was not used in 42 cases, and community-planning was not used in 58.

Importance of solving new teacher practical problems.

Many authorities in school administration have said that the practical help given the beginning teacher in his first two weeks of teaching often determines the length of time that person will remain in the profession.<sup>10</sup> What, then, are some of the practical problems which confront the beginner in the

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<sup>10</sup> Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), pp. 139-140.



TABLE X

SOURCES OF PLANNING INDUCTION WEEK RECREATIONAL ENTERTAINMENT FOR NEWLY INDUCTED  
TEACHERS IN TEN NORTHERN CALIFORNIA SELECTED SCHOOL SYSTEMS

	Informa- tion Used	Information Helpful	Informa- tion Poor	No Help	Unan- swered
A. Teacher Planned	102	10	6	35	51
B. Administrative Planned	88	10	10	42	53
C. Community Planned	47	10	9	58	80



teaching profession and what can be done to help eliminate these problems? Personal problems may be solved by accurate information regarding housing and boarding, transportation to and from work, where banks are located, the use and acceptance of credit unions, and information concerning merchant associations and other community organizations.<sup>10</sup>

To determine the use made of such aids in the orientation program, the newly inducted teachers were asked to check which aids were given them. These are to be found in Table XI, as follows: Thirty-five said they had received help with housing problems; eight were materially aided; five said the help was poor and of little value; seventy-two said no aid was given at all; and seventy-seven failed to check the question.

Transportation is a teacher problem which is closely associated with the housing problem.<sup>11</sup> It is not surprising to see that the results on the questionnaire dealing with these two teacher problems were almost identical. Thirty-four checked that assistance had been given regarding transportation and eight found this assistance helpful--none found the help given to be poor. Seventy-three teachers reported

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<sup>10</sup> F. B. Smith, "Discovering and Developing Teachers' Interests," The National Elementary Principal, Vol. XXI (July, 1942), pp. 410-415.

<sup>11</sup> Edwin C. Clark, "Teacher Induction," American School Board Journal, Vol. CVIII (May, 1954), p. 46.



TABLE XI

NEW TEACHER EVALUATION OF ASSISTANCE GIVEN WITH PRACTICAL  
PROBLEMS DURING INDUCTION WEEK IN TEN NORTHERN  
CALIFORNIA SELECTED SCHOOL SYSTEMS

Item	Used	Help- ful	Poor	No	Unan- swered
A. Housing and Boarding	35	88	5	72	77
B. Transportation	34	8	0	73	81
C. Credit Unions	58	9	6	63	61
D. Banks	39	9	3	71	78
E. Merchants Association	25	8	5	83	79
F. Teacher Had no Prac- tical Problems				5	



that the induction programs omitted any information about transportation, and 81 left the question unanswered.

To determine whether the beginning teacher was financially capable of caring for his immediate needs an item was placed in the questionnaire regarding the use of Credit Unions. Fifty-eight teachers reported that they had received advanced information about a Credit Union which was maintained by the school system for the help of its teachers. Nine teachers were aided by this information, while six said such help was poor. Sixty-three reported no information given regarding Credit Unions, and 61 left the question unanswered. One may assume that the 124 who knew nothing of the Credit Unions or were indifferent to their existence may have been solvent and in no need of the services Credit Unions render. To judge from the lack of response received to the request for advanced information regarding the banks in the community, one might feel that the teaching profession is decidedly indifferent to material gain. Thirty-nine told of assistance given to locate a reputable bank; nine found the help an aid; and three said they had had poor information. Seventy-one teachers did not remember of any aid having been given to select a bank; and 78 left the question unanswered.

Regarding aid received from merchant associations, the beginning teacher checked this particular, as follows: Only 25 checked the item of the use of merchant associations, with eight being helped, and five receiving help of little use.



Eighty-three teachers reported their school systems as failing to secure any materials from the local merchants association to aid the teachers, and 79 teachers left the question dealing with merchant associations unchecked. Five inductees commented that they had no practical problems.

Categories of the help received by beginning teachers.

An attempt was made to divide into several categories the types of help received by the beginning teachers. Information was requested regarding help given for:

1. Preparation of the first week of teaching.
2. Understanding classroom assignments.
3. Distributing lists of required texts to be used.
4. Informing the new teachers what auxiliary materials and supplies were on hand for their use.
5. Providing curriculum plans and mimeographed aids.
6. And a better understanding of the philosophies and policies of the system.

Reference to Table XII in which this information was tabulated will show the unique fact that the results from all six categories were constant. So little variation was shown that reference to the results of each category would tend to repetition.

Help needed but not received by the inducted teacher.

The last section of the questionnaire indicated, as is seen in Table XIII, that many newly inducted teachers needed help



TABLE XII

ADDITIONAL CATEGORIES IN WHICH INDUCTED TEACHERS RECEIVED HELP DURING INDUCTION WEEK  
IN TEN NORTHERN CALIFORNIA SELECTED SCHOOL SYSTEMS

Item	Extremely Helpful	Satis- factory	Little	None	Unan- swered
A. Preparation for First Week Teaching	92	74	20	9	5
B. Understanding Classroom Assignment	91	90	5	4	7
C. Texts to be Used	92	74	16	7	11
D. Auxiliary Materials and Supplies	87	80	21	5	6
E. Curriculum Plans and Mimeograph Aids	92	75	18	7	7
F. Understanding Philosophy and Policies of the System	92	88	13	1	9



in several areas but did not receive aid in the categories listed. Those areas, and the number of teachers who needed help but did not receive help, are as follows:

1. In understanding the ability levels of students in their classes and the materials needed for each level, 46.
2. In dealing with reading needs and motivations, 35.
3. In expediting the grading policy, 38.
4. In explaining the philosophy of the school policy on discipline, 40.
5. In wisely treating the emotionally disturbed child, 33.
6. In organizing work, lesson plans, and the daily routines, 32.
7. In evaluating the school system for teachers, 27.



TABLE XIII

AREAS IN WHICH NEWLY INDUCTED TEACHERS RECEIVED NO ASSISTANCE  
DURING INDUCTION WEEK IN TEN NORTHERN CALIFORNIA  
SELECTED SCHOOL SYSTEMS

Item	Help Needed	Help Not Needed
A. Ability Levels of Students and Materials Needed	46	165
B. Reading Needs and Motivations	35	176
C. Grading Policy	38	173
D. Philosophy of School Discipline Policy	40	171
E. Treatment of Emotionally Disturbed Child	33	178
F. Organizing Work, Lesson Plans, etc.	32	179
G. Evaluation of System for Teachers	27	184



## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. This study was a survey of the prevailing practices used by certain selected Northern California school systems in inducting new teachers into their teaching positions.

It was the purpose of this study:

1. To review materials collected and to note the trends in teacher induction programs.
2. To present the various activities, materials, devices, and methods employed in the induction programs of ten Northern California school systems.
3. To compare the evaluations made by new teachers in their answers to the questionnaire on induction, and to tabulate the items.
4. To evaluate the statistical information listed on questionnaires received from newly inducted teachers and from the planned programs of their administrators.
5. To develop recommendations for further study of teacher induction practices.

The survey of induction programs indicates that formal induction practices have been more efficient and effective than informal induction programs.



The literature received on induction practices from 500 schools throughout the United States showed that less time was spent on orientation programs in states east of the Mississippi River than in those states west of the Mississippi River. The literature revealed that California school systems in particular were faced with the need of giving to their newly-hired teachers more detailed information regarding the teaching conditions under which the new teachers were to assume duties and responsibilities.

As presented in Chapter II, the problems of new teachers fall into three classifications: personal, social, and professional.

Personal and social problems which the school can help the teacher solve are as follows:

1. Housing
2. Immediate financial problems
3. Making the acquaintance of the community
4. Making the acquaintance of fellow workers

Professional problems include:

1. Adaptation and adjustment in orientation
2. Getting acquainted with the school plant
3. Learning the organization of the school system
4. Learning the routine of the school
5. Teaching effectively
6. Individual conferences with the principal or supervisor
7. Learning the philosophy of the school system



The material reviewed for this study indicates that the factors in a formal plan of induction are to keep the program flexible to suit the different needs of the individual teachers, to emphasize that the whole program should be on a voluntary basis of cooperation, to place the center of interest on the problems that the new teacher will meet and must solve in the first few days or weeks of school, to express as the true function of the program that orientation is the introduction to in-service training, and that one of the main orientation program purposes is to let the new teacher know that help is available and where to go to get it. A professional association should have a chance to present its story to all the new teachers. Teachers colleges can do a great deal to give the beginning teacher a good start in his profession.

Some school systems have made it a point to secure the cooperation of community groups in the orientation programs through the following agencies: ministerial associations, service clubs, hobby groups, and stores.

The literature received from the ten Northern California school systems surveyed revealed two types of follow-up information. First, the follow-up information to new teachers after employment was considered important. This



information should be received prior to the establishment of a residence by the new teacher. The second phase of follow-up information considered important is that given to new teachers by departmental committees in individual schools after the program of induction week.

The questionnaire method of securing data was used to make this survey. To facilitate this study, this survey was limited to ten selected school systems in Northern California; they had similar features; that is, comparable size, students of similar background, communities with like vocational backgrounds, and a pattern of educational equality.

An outline was made of the induction practices common to the majority of the 500 school systems throughout the United States, whose programs were reviewed. The significant induction items from these 500 programs surveyed were then written in the form of a questionnaire. These questionnaire items were framed to assist the new teacher to evaluate his own induction program during the induction week of 1955 in the ten Northern California school systems surveyed. Three hundred and thirty-two principals were requested to distribute the questionnaire to one teacher new to each school in the fall of 1955. The data secured from the completed questionnaires returned by the new teachers constitute the basis for this study.

The induction material received from the superintendents of the ten selected school systems surveyed was checked



against the outline made of the common induction procedures found in the literature of the 500 school systems which had contributed material. These checked items have been tabulated for comparison and contrast concerning significant induction practices followed in the ten selected school systems surveyed.

An evaluation of the new teachers' induction experiences as taken from the questionnaires responded to, revealed the thinking of new teachers and their principals concerning the induction experiences in those systems.

Conclusions. While this study has not been sufficiently extensive to warrant any definite conclusions on the present induction programs, certain general conclusions may be drawn; among which are the following:

1. Since this survey indicated that induction programs were a part of the ten school systems studied, it would seem to indicate a wide recognition of the role and importance of induction programs in California school systems.
2. The survey indicated that by giving the new teacher help in bridging the gap between theory and practice the end product results in happier teachers and better teaching.
3. Administrators recognized that an induction service allows them to inform a larger number of teachers regarding local philosophy and practices.



4. Orientation week procedures held the most lasting impressions over any other in-service procedure.
5. Handbooks were the most common device used to orient the new teacher.
6. All administrators conceded that the general meeting for the teachers was a need.
7. Meetings with the building principals gave the new teacher an opportunity to feel secure and a necessary part of the total faculty.
8. Respondents indicated that only a very small minority of school systems requested an evaluation of their orientation programs.
9. The classroom teachers desire help with practical problems and not discussions on theory and philosophy.
10. The orientation programs are co-operative enterprises designed to foster the best in human relations.

Recommendations. From the data presented as a result of this study the following recommendations for induction programs might be made:

1. Orientation programs should match their services to the differing needs of new teachers.
2. More attention should be devoted by the administration on the practical problems which are certain to confront the new teachers.



3. A policy adopted by some schools, and worthy of recommendation to others, is that of having a copy of the Handbook for Teachers sent to all newly employed teachers in advance of the orientation program.
4. In order to plan better teacher orientation programs, the planning committees might conduct a pre-induction poll of new teacher opinions and needs regarding the content of the orientation program in which they are soon to take part.
5. The reactions of all newly-inducted teachers should be surveyed within a few weeks following the orientation program in order to determine factors which would improve the following years' induction program.



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APPENDIX A



OUTLINE OF INDUCTION ACTIVITIES, PRACTICES, AND MATERIALS USED IN 500  
SCHOOL SYSTEMS THROUGHOUT THE UNITED STATES

By

Catherine Humbargar Rovetta

CHECK LIST OF INDUCTION PRACTICES IN THE TEN SELECTED SCHOOL SYSTEMS OF NORTHERN CALIFORNIA  
COMPARED WITH MATERIAL RECEIVED FROM 500 SCHOOL SYSTEMS THROUGHOUT THE UNITED STATES

By

Catherine Humbargar Rovetta

I. AREAS OF SOCIAL AND PERSONAL PROBLEMS FOUND IN THE LITERATURE SURVEYED

School System	I	II	III	IV	V	VI	VII	VIII	IX	X
A. Greetings	x					x	x			x
B. Housing	x	x				x		x	x	
C. Making acquaintance of the community										
1. Church directory and schedules	x	x								
2. Service organization directory	x	x								
3. Maps of community								x		
4. Bus schedules of the community						x				
5. Local newspapers		x						x		x
6. Tour of city industries and recreational facilities							x	x	x	x
7. Field trips	x	x	xx			x				x
8. Community luncheons		x					x	x	x	x
D. Making acquaintance of fellow workers										
1. Faculty parties and luncheons	x	x	x		x	x		x	x	x
2. Picnics, teas, with faculty or P. T. A.	x		x				x	x		x
E. Immediate financial problems										
1. Credit Union data					x			x	x	
2. Insurance									x	
F. Medical service										
1. T B x-rays					x			x	x	



## II. AREAS OF PROFESSIONAL PROBLEMS FOUND IN THE LITERATURE SURVEYED

School System	I	II	III	IV	V	VI	VII	VIII	IX	X
A. Summer letters								X		
1. Enclosure: local salary schedules and bulletins		X	X	X	X	X				
2. Teacher assigned to a school						X		X		
B. Getting acquainted with the school plant										
1. Tour of the building	X	X	X			X		X	X	
2. Visit to assigned school room	X	X				X		X		
C. Learning the organization of the school system										
1. Handbooks for teachers	X	X	X	X	X	X	X	X	X	
2. Aids in registration of teaching credentials	X			X	X	X	X	X	X	
3. Packets of miscellaneous school data and aids	X	X	X	X	X	X	X	X		
4. General orientation meetings	X	X	X		X	X	X	X	X	X
(a) Official welcomes by superintendent	X	X			X	X		X	X	X
(b) Explanation of personnel and promotional policies	X	X	X	X	X	X			X	
(c) Special services, substitutes	X		X	X	X	X		X	X	
(d) Business operations, administrative manual	X	X		X				X	X	
(e) Professional services: central library		X		X				X	X	
5. Explanation of local and state teacher organizations:										
Parent Teacher Associations, special privileges	X	X	X	X				X	X	
D. Learning the routine of the new school										
1. General meetings in individual schools	X	X	X	X	X	X		X	X	
2. Explanation of routines, individual schedules, parent conferences, and class levels	X	X	X			X		X	X	
3. Explanation of responsibilities: bulletins on accidents, fire drills	X	X	X	X		X	X	X	X	



## D. Learning the routine of the new school (continued)

School System	I	II	III	IV	V	VI	VII	VIII	IX	X
4. Explanation of procedures										
(a) Discipline	X	X	X			X	X	X	X	
(b) Attendance	X	X	X	X	X	X	X	X	X	
(c) Grading pupils		X		X	X			X	X	
(d) Requisitioning of texts	X	X	X	X		X	X	X	X	
(e) Information on teaching materials available	X	X	X	X		X	X	X	X	
5. Departmental meetings			X	X	X		X	X	X	
(a) Curriculum outlines	X	X	X	X	X	X	X	X	X	
(b) Resources of the departments	X			X			X	X	X	
(1) Reading clinic	X						X	X		
(2) Health staff	X						X	X		
(3) Audio-visual aids	X		X			X	X	X		
(4) Consultant help	X		X			X	X			
(c) Question-answer period for the new teacher	X				X	X	X	X	X	
6. Assignment of teacher-helper for each new teacher	X		X					X		
E. Establishing effective teaching procedures										
1. Meetings with consultants	X	X				X		X	X	
2. Workshops	X				X			X		
3. Later in-service meetings	X		X					X	X	
4. Observations by experienced teachers of the new teacher during the first semester	X		X			X				
F. Learning the philosophy and policy of the new system										
1. Code of ethics of the school system	X		X	X	X	X		X	X	
2. Educational philosophy of the school system	X		X		X	X		X		
3. Oath of Allegiance	X				X			X		



## G. Individual conferences for new teachers

1. With superintendent or deputy superintendent
2. Later conference with principal or department chairman
3. Observation of new teacher by supervisors

School System	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	x				x	x		x		
2.	x			x	x	x	x	x		
3.	x			x				x		



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APPENDIX B

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August 20, 1956

Mr. -----, Supt.  
---School Dist.-----  
----Calif.-----

Dear Mr.-----:

Last fall I requested information from your office regarding the procedures used in your system for the induction of new teachers. I greatly appreciated the material sent me, and I have chosen your plan to be included in a comparative study of ten induction plans used in California last year.

A school year has now passed and I would like to make a follow-up study of the values of the induction program as determined by those teachers inducted. I have purposely stated teachers inducted as I want the reaction of beginning teachers and teachers new to the system.

May I have permission to send a letter to the principal of each of your schools with the request that he contact one teacher in his school who was inducted last fall, 1955? If you grant my request, would it be possible to obtain the names and addresses of the principals of your schools?

Some school systems carried out an evaluation of their own induction program. Did you do so, and if you did, may I receive a copy of the result?

Any help sent me for this study will be greatly appreciated. If you are interested in the findings of my study, I will gladly send you the results.

Sincerely,

---

Catherine H. Rovetta  
Vice Principal, Edison High School  
Stockton, California

cc:

1. Questionnaire
2. Letter to principal



APPENDIX C



August 20, 1956  
6117 Alturas Avenue  
Stockton, California

Mr.-----  
--- Principal of ---  
-----

Dear Mr.-----:

Permission has been granted me by Mr.-----, Superintendent of -----, to write you regarding a study of induction programs which I am now in the process of making. I am asking you to give the enclosed questionnaire to any one of your teachers who was new to your system last year, 1955. As I will be using the information obtained therein in a comparative study of the induction programs of ten Northern California cities, I would greatly appreciate the time and effort you and your teacher may spend in checking the enclosed evaluation of last year's induction program.

If there has been omitted from the questionnaire any pertinent point which you found of value to your work following your induction, please add it to the check list.

My sincere thanks to you for your cooperation, and may you have a pleasant school term this fall.

Sincerely,

Catherine H. Rovetta  
Vice-Principal, Edison High School  
Stockton, California

Enclosures:

1. Questionnaire
2. Stamped envelope



APPENDIX D



(check if used, double  
check if helpful)

1. EARLY CONTACTS WITH SCHOOL SYSTEM

A. Correspondence-----	
B. Salary Schedule-----	
C. Interview with Supt. or Personnel Director-----	
D. Interview with Principal of Building-----	
E. Others-----	

(check if used, double  
check if helpful)

2. HELPS OR AIDS AFTER EMPLOYMENT

A. Housing-----	
B. Information about Beginning of School-----	
1. Induction Week Data-----	
C. Maps-Bus Schedules etc.-----	
D. Churches in Community-----	
E. Brochures from Chamber of Commerce-----	
F. City Papers-----	

3. INDUCTION WEEK PROGRAM

		Yes	No
		Good	Poor
A. Educational Information			
1. General Meeting with Supt. and Supervisors Discussed			
a. Philosophy of System-----			
b. Policies of System-----			
2. Special Meetings with Principal Discussed			
a. Classes to be Taught-----			
b. Curriculum to be Followed-----			
c. Routine Procedures-----			
d. Text Books and Materials-----			
e. Special Building Problems-----			



3 Cont.

### B. RECREATIONAL BREAKS

1. *Teacher Planned*-----
2. *Administration Planned*-----
3. *Community Planned*-----

### C. ASSISTANCE WITH PRACTICAL PROBLEMS

1. *Housing and Boarding*-----
2. *Transportation*-----
3. *Credit Unions*-----
4. *Banks*-----
5. *Merchants' Association*-----

#### 4. HELP RECEIVED IN

*Satis-  
Extremely fac-Little did not  
helpful tory given receive*

- A. Preparation for First Week of Teaching
- B. Understanding Assignment of Classrooms
- C. Texts to be Used-----
- D. Auxiliary Materials and Supplies-----
- E. Curriculum Plans and Mimeographed Aids
- F. Understanding Philosophy & Policies of School System-----

### 5. *HELP NEEDED BUT NOT RECEIVED IN*

(~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~)

- A. Ability Levels of Students & Materials Needed-----  
B. Reading Needs and Motivations-----  
C. Grading Policy-----  
D. Philosophy of School Discipline Procedure-----  
E. Treatment of Emotionally Disturbed Children-----  
F. Organizing Work, Lesson Plans, etc.-----  
G. Evaluation of System for Teachers-----